

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

Our program is teaching:

Film/Video/Media: Production, Aesthetics, Writing, Media and Visual Literacy, History and Studies

We recognize our students:

- ~ are facing a daunting task of developing a career path and skills in industries where the technology, industry trends and skill sets change rapidly.
- ~ are entering career areas where the ability to work in small communities is vital to occupational success.
- ~ must have media literacy training as a part of their basic education.

Because of the aforementioned industry conditions, our goals are to:

- ~ provide students with the critical thinking skills that will help them quickly adapt to rapid changes in media technology and industry trends.
- ~ provide students with the critical thinking skills that will help them become media literate.
- ~ promote the concept of team/network and community learning in the classroom, during the completion of out-of-class assignments and during career development activities and practices.

Some of the methods we use to accomplish our goals are:

- ~ develop in-class assignments and out-of-class workshops where students must communicate, coordinate and cooperate to complete tasks.
- ~ create a safe and nurturing space where students have the opportunity to flourish as part of a community of learners and knowledge seekers.
- ~ create learning activities that encourage the development of students' critical thinking and independent learning skills.
- ~ create learning activities that help students develop a set of flexible and adaptable skills sets.

CRITICAL THINKING

We use cinema and modern media as the tools to develop students' critical thinking in the areas of problem solving, non-linear-analytical thinking.

Our goals are to help students:

- ~ understand that the development of their media and visual language skills is as important as developing good language skills.
- ~ realize the importance of media literacy in their professional, social and psychological development.
- ~ gain the skills needed to effectively communicate, convey ideas and concepts using visual language and new media technology.

WORKFORCE AND CAREER DEVELOPMENT

We use an experienced and professional faculty who can offer the students hands-on instruction, individual attention, and the practical and theoretical training necessary to find entry-level careers in film, video, multimedia or use skills to crosswork- find jobs in media-related or non-media industries.

Our goals are to provide students with:

- ~ skills development in working, coordinating and completing projects in teams and small groups.
- ~ the awareness of the importance of professional/workplace harmony, efficiency and productivity through in-class learning communities.
- ~ a skill level that enables them to function in entry-level jobs that require media skills.
- ~ a skill set that allows them to be successful as freelance media professionals and/or independent media producers.
- ~ a skill set that allows them to crossover and find work in non-media industries and areas.

TRANSFER

Our Media courses in history, aesthetics and studies fulfill degree and transfer for requirements for some of the College's programs. In addition, these courses bring students' critical and analytical thinking ability to a level that enables them to be achieve and be successful at four-year learning institutions.

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

Some of our courses:

~ meet transfer requirements for UC and Cal State University systems.

~ fulfill College of Marin general education graduation requirements for Humanities.

Our communications courses achieve the following College-wide goals:

1. Institutional Excellence- The courses provide opportunities for students to learn the importance that media, media technology, media literacy and visual language have in our world. In addition, our learning environment allows students to understand how media literacy and visual language function as communication/language systems. Our courses have an important critical-thinking component in which students master media literacy and visual language skills. The students use this knowledge and skills to present and enhance their values and opinions using media technology. As a result, their ideas are more accessible and thought-provoking in ways that speaking and writing could never achieve.

2. Academic Excellence- Some of our courses are transferable to four-year institutions, meet some College of Marin general requirements and/or meet the College requirements for an A.A. degree in Communications.

3. Faculty and Staff Excellence- There is one full-time and one part-time faculty teaching in the Film/Video program. Grant Kennel, part time faculty member, has a Master's Degrees. Frank Crosby, full time faculty member, has a Master's of Fine Arts degree, a Master's Degree, over twenty years of professional experience in media, and he is an Osher Foundation Fellow. Frank is a current and past board member of some Bay Area media organizations. In addition, Frank has conducted extensive research on using media and media technology in the learning process.

4. Community Responsiveness- We offer a variety of morning, afternoon, evening and weekend classes to give the community members the opportunity to take classes at their convenience. We try to maintain a supportive learning environment where community members can fulfill their academic, professional and personal goals and desires.

II. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

In most of our courses, the students must complete a final project. These projects are designed to determine how successful students have been in achieving the learning objectives for the classes they are taking. In most cases the instructors provide written or verbal evaluation of each student's final project. In addition, each final project is assigned a letter grade or points based on the student's level of achievement and success.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

Student success and achievement in the Film/Video program has exceeded statewide levels since Fall 02.

See:

Film/Video Retention Rate----- Attachment 4

Film/Video Success Rate----- Attachment 5

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities , technology, unit allocation, staffing, etc.

We need to improve our data collection methods. As a result, we are considering the following:

~ We need to obtain more information from our students on how we can improve the learning environment and improve student achievement and success. For some of our courses, we currently use the WebCt classroom management system. For these classes we are considering developing pre and post-class surveys that determine

the students' knowledge and skill levels at the beginning of classes, and the amount of knowledge and skills improvement at the end of the classes. The data from these surveys will be entered into a database and used to help us pinpoint ways to improve the services we offer to students.

~ Our media literacy and career development goals are currently blended into some of the classes we offer. Because both areas have become important elements in students' ability to develop, achieve and succeed, the Film/Video programs plans to place more emphasis on student learning outcomes in these areas.

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